**Linda McCulloch, Superintendent**
**Office of Public Instruction**
**PO Box 202501**
**Helena, Montana 59620-2501**
**www.opi.state.mt.us**

# READING FIRST PROGRAM
## Title I, Part B, Subpart 1 of the Elementary and Secondary Education Act (ESEA)
### Beginning July 1, 2005

**Due Date:**
> **Postmarked no later than February 25, 2005.**

**Return to:**

> Debbie Hunsaker
> Reading Program Director
> Office of Public Instruction
> PO Box 202501
> Helena, MT 59620-2501

**Funds Available:** Approximately $2,320,000 per year available for awards to districts contingent upon the availability of federal funds.

**Estimated Range of Awards:**
> $75,000 - $200,000 per school each year over a three-year period for grades K-3.

**Fiscal Information:**
Successful projects are expected to operate for three full years. Grant awards will be issued for each budget year within that period. For the current year (FY05), funds will be available July 1, 2005, through June 30, 2006. Continuation funds will be contingent upon sufficient progress in meeting the goals of the program.

**Review Process:**
The application review will be a two-tier process:
- expert reviewers will evaluate and score the applications; and
- the state Reading First staff will make necessary policy decisions regarding the awards.

The rubric specifies that each of the 11 parts must be evaluated and scored separately. Each of the parts must receive a numerical score that falls in the "Meets Standard" or "Exemplary Plan" range in order for the applicant to receive a subgrant award. The total number of points awarded for all questions will be used to further distinguish relative strengths of the applications. Along with the numerical score, each reviewer will list the strengths and weaknesses of the responses to each part.

Successful applicants will be notified by April 14, 2005.

**Application:**
See pages 2 and 3 for additional requirements. One original and four copies of the complete application package must be submitted. Staple or binder clip each complete set of application materials; do NOT use binders, plastic covers, folders, dividers, tabs, etc. Submission by fax or electronic mail will not be accepted. The original must *include original signatures on all documents requiring signatures.*

**Assistance:**
Contact Debbie Hunsaker, (406) 444-0733, dhunsaker@state.mt.us; Piper Lynch, (406) 444-0864, plynch@state.mt.us; or www.opi.state.mt.us/ReadingFirst.

**Each school awarded Reading First funds will meet the following requirements:**

**Reading Coach:**
- Attend bimonthly two-day training (meetings will alternate between Helena and Billings) with Reading First staff;
- Facilitate planning and implementation efforts at the school site;
- Facilitate implementation of specific aspects of the Reading First program as identified on page 7;
- Function as a trainer, coach and mentor for teachers implementing reading instructional strategies; and
- Coordinate assessment and data collection activities.

**Administrative Support:**
- Attend bimonthly meetings (meetings will alternate between Helena and Billings) with Reading First staff; and
- Provide necessary support to increase the capacity of the school to institutionalize early reading improvement.

**Professional Development:**
- **Summer Institutes 2005, 2006, 2007.**
- All K-3 staff, including Title I, special education and paraprofessionals, must attend a week-long summer institute during 2005, 2006, and 2007.
- **Reading First Statewide Professional Development:**
  - √ Each school will be required to implement a common set of technologies that will emphasize study groups, modeling of effective lessons, teacher-created lessons/activities, and state-created lessons/activities. The common set of technologies will allow all Reading First schools to receive and share professional development locally, across the state (Reading First schools), and at the state level. This will allow for a common language and set of strategies that will be delivered to all K-3 staff in Reading First schools, which will increase teacher knowledge and student achievement.
- **Leadership Training**—Each Reading First school will be required to send the administrator to a three-day reading/leadership training.
- **Reading Coach Training**—Each Reading First school will be required to send the reading coach to a four-day reading/leadership training.

**Assessment and Data Management:**
- Purchase and administer assessment instruments for grades K-3 ($15 per student) as per schedule outlined by the Office of Public Instruction (OPI) and as needed by the school site to make instructional decisions.
- Purchase data management system (DIBELS) for data collection and monitoring of student outcomes.
- **Each classroom teacher** will need to use the Reading First statewide assessment for progress monitoring throughout the year.
- **A team of individuals** trained in the Reading First outcome assessment will need to assess all K-3 students in the spring as outlined by the OPI. Classroom teachers may not administer the outcome assessment to his or her students.
- Each school will be required to follow a Reading Improvement Process outlined by the OPI. The OPI will provide training and materials.

# Montana Reading First Program

**The application must include:**

| | |
|---|---|
| Section I. | Cover Page signed by the Authorized Representative |
| Section II. | Grant Proposal Narrative |
| Section III. | District Budget and Narrative |
| Section IV. | Staff Assurances |
| Section V. | Budget Summary |
| Help Packet | Reading First Intervention System Chart |
| Help Packet | State and Federal Budget Form |
| Help Packet | Coordination of Resources Form |
| Help Packet | Equitable Participation |

**The original and three copies of the completed grant application must be postmarked by <u>February 25, 2005</u>.**

Address your application packets to:

DEBBIE HUNSAKER
READING FIRST PROGRAM
OFFICE OF PUBLIC INSTRUCTION
PO BOX 202501
HELENA MT  59620-2501

<u>**BECAUSE OF THE POSSIBILITY OF ELECTRONIC MESSAGING FAILURE, FAXED APPLICATIONS WILL NOT BE ACCEPTED**</u>**.**

For technical assistance regarding your application, please contact:

Debbie Hunsaker
Reading First Program Director
Office of Public Instruction
1300 11th Avenue
PO Box 202501
Helena MT 59620-2501
Telephone: (406) 444-0733
Fax: (406) 444-1373
E-mail: dhunsaker@state.mt.us

## GENERAL INFORMATION

**Purpose of READING FIRST is to:**

1. Teach every child to read at grade level not later than the end of third grade.

2. Improve the reading skills of students, and to improve the instructional practice of current teachers (and, as appropriate, other instructional staff) who teach reading through the use of findings from scientifically based reading research, including findings relating to phonemic awareness, systematic phonics, fluency, vocabulary, and reading comprehension.

3. Provide early intervention to children who are experiencing reading difficulties in order to reduce the number of children who are incorrectly identified as having a reading disability and inappropriately referred to special education.

**Eligible Applicants:**
 **Criteria for LEA eligibility:**
 √ High numbers equal 85 or more students not proficient; **OR**
 √ 25 percent or more of students not proficient.
 **AND, additionally, the LEA must meet one of the following:**
 √ Location in an Empowerment Zone (Fort Peck Reservation only);
 √ Is a district identified for Title I improvement; or
 √ Have at least 80 students or 25 percent poverty based on the Census used for Title I allocations (2000).
 **Criteria for eligibility for schools within a district:** (A district may only choose two schools to include in the application.)
 √ 25 percent or more of fourth grade students scored at less than the proficient level in reading on the 2004 ITBS; **AND**
 √ 25 percent or more of its enrollment qualifies for free or reduced price participation.

**APPLICATION AVAILABLE/COMPETITION OPENS:  DECEMBER 9, 2005.**

**DEADLINE FOR SUBMISSION OF APPLICATIONS: Postmarked by  FEBRURY 25, 2005.**
Applications may not be faxed. The following are accepted for proof of submission:
1. a legibly dated U.S. Postal Service postmark;
2. a legible mail receipt with the date of mailing stamped by the U.S. Postal Service; or
3. a dated shipping label, invoice, or receipt from a commercial carrier.

To be considered for funding, applications, forms with original signatures, original and three (3) copies should be mailed or delivered by hand or express courier delivery no later than 5:00 p.m. on **February 25, 2005**, to the following:
> Debbie Hunsaker
> Reading First Program
> Office of Public Instruction
> 1300 11th Avenue
> PO Box 202501
> Helena MT  59620-2501

**Private School Participation:**
Funds awarded through these subgrants are subject to the requirements of Section 14503 of ESEA P.L. 108-382 (Participation by Private School Children and Teachers) and the regulations in 34 CFR 299, Subpart E. The statute and regulations require that subgrantees provide private school children and their teachers, or other educational personnel, the services and benefits of the program on an equitable basis with public school children and teachers.

**General Education Provisions Act (GEPA)**:
Local applications must indicate clear and concise steps that will be taken to assure equitable access to and participation in the REA program activities regardless of gender, race/ethnicity, national origin, disability or age.

# Montana Reading First Program

## General Information

**Available Funds:** $2,320,000

**Estimated Range of Awards:** From $75,000 to $200,000 per year for three years

**Awards Announced:** April 14, 2005

**Funds Available:** After July 1, 2005, upon completion and submission of an accurate state and federal budget form and contingent upon availability of federal funds

**Project Period:** Up to thirty-six (36) months

**Selection and Funding Priorities:**

*Absolute Priority—*Under 34 CFR 75.105(c)(3) of the Education Department General Administrative Regulations (EDGAR), the U.S. Department of Education secretary has established an absolute priority to state education agency applicants that propose projects that exclusively fund, at the grant level, activities to improve elementary school reading instruction and provide professional development. This means that the state cannot fund districts for any activities for middle schools or high schools. The state will consider funding only those district applications that meet this absolute priority.

*Funding Priorities for Grants—*The following priorities, or constraints, apply to all activities proposed for funding.

- The Reading First grant process will give priority to schools that demonstrate previous progress in implementing reading programs and strategies that are based on scientific research.

   **Points will be awarded only to applications that demonstrate that such findings will be used.**

- The Reading First grant process will give priority to small districts that form a consortium with other eligible districts.

**Subsequent Opportunity to Apply:**

The Office of Public Instruction (OPI) is committed to the rigorous competitive process required by the Reading First Act. Awards will be made only for high-quality proposals that describe programs that attend to all competition requirements. *There is no obligation on the part of the OPI to award all available funds in the first round of competition.*

*Pending the number and amounts awarded during the initial grant competition, a second round of the competition may be announced after the April 2005 awards.*

**Grant Writing Assistance Provided:**

1. **Put Reading First** is available at http://www.ciera.org/library/products/others/putreadingfirst/, or by choosing free SBRR publications on www.opi.state.mt.us/ReadingFirst/index.html.

2. *Grant Application Help Sessions*
   The OPI will provide a series of two (2) Grant Application Help Sessions for Reading First applicants. The purpose of these sessions is to build district and school capacity to address the expectations of Reading First grants (e.g., the definition of reading) and the activities eligible for funding by Reading First.

3.  *Reading First Web Page*
    The Reading First Web page on the OPI Web site will have details and updates about the OPI-provided technical assistance and Grant Application Help Sessions at http://www.opi.state.mt.us/ReadingFirst/.

4.  *OPI Staff Help*
    In addition to the scheduled Grant Application Help Sessions, Reading First staff will be available at district request to provide assistance by telephone, by e-mail, or by scheduled visits to the OPI.

5.  *Printed Resources*
    Reading First guidance is available at http://www.opi.state.mt.us/ReadingFirst/.

**Reading First Overview and Expectations:**

In order to meet the Reading First goal of having every child reading at grade level by third grade, each school will receive support, funding, and training to:

1.  Create a Reading Leadership Team K-3 to help make a reading improvement plan for K-3.

2.  Hire a reading coach for three years.

3.  Train all K-3 staff in research-based reading strategies.

4.  Send reading coach to two-day bimonthly Reading First trainings.

5.  Send principals to bimonthly Reading First trainings.

6.  Select and train staff in the use of research-based K-3 reading materials.

7.  Implement research-based programs and strategies with fidelity.

8.  Allow in-class mentoring, coaching, visitations, and observations in reading.

9.  Create early K-3 interventions to help students at risk of failing to learn to read.

10. Send K-3 reading staff to 2005, 2006, and 2007 summer institutes.

11. Coordinate other funding with Reading First.

# Montana Reading First Program

## Grant Application Narrative Requirements

1.  Applicants should respond in sequence to the Grant Narrative questions with no more than **45 pages in total (not including worksheets).**

2.  If the district or school believes the answer is provided in response to another question, that cross-reference should be supplied.

3.  The required components of each narrative follows the question.

4.  Scoring criteria can be found in Attachment A.

5.  The following format should be used:
    *   **one-inch margins**
    *   **double-spaced**
    *   **12-point proportional type or font**
    *   **all pages numbered**
    *   **no appendices attached**

6.  Grants written in whole or part by vendors will not be accepted.

**Grant Application Narrative Sections**

Section II.
| | | |
|---|---|---|
| Part A: | District and School Support for This School's Application | 15 points |
| Part B: | Instructional Assessments | 15 points |
| Part C: | Instructional Strategies and Programs | 15 points |
| Part D: | Instructional Materials | 5 points |
| Part E: | Instructional Leadership | 10 points |
| Part F: | District and School-Based Professional Development | 15 points |
| Part G: | District-Based Technical Assistance | 10 points |
| Part H: | Evaluation Strategies | 5 points |
| Part I: | Access to Print Materials | 5 points |
| Part J: | Additional State Criteria | 8 points |
| Part K: | Competitive Priorities | 8 points |
| Section III. | Budget | 10 points |

**TOTAL**                                    **121 points**

**Reading First Subgrant**

The subgrant application is a narrative that addresses 11 aspects (not including budget) of a school's Reading First plan. The subgrant selection criteria are presented in bold print for each of the 11 aspects. Each of the 11 aspects (Part A - Part K) must receive a score in the "Meets Standard" or "Exemplary Plan" range for the application to be funded.

Evaluators will:
*   evaluate each of the 11 aspects separately;
*   indicate whether the proposal "Does Not Meet Standard," "Meets Standard," or describes an "Exemplary Plan";
*   give each aspect a total number of points; and
*   in bullet form, list the strengths and the weaknesses of each aspect.

# MONTANA READING FIRST PROGRAM

## SECTION I—GENERAL INFORMATION

| District Name:<br><br>School Name: | Project Starting Date: | Project Ending Date: |
|---|---|---|
| Authorized Representative's Name: | Title: | Telephone:<br>Fax:<br>E-mail: |
| Address: | City: | ZIP Code: |

I hereby certify that to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application. The Board of Trustees agrees to the Common Assurances on file with the OPI for the 2004-05 school year and those included in this application in regard to this grant.

**Additional Assurances:**

1.   The local education agency (district)—

   A.   will improve the reading skills of students and improve the instructional practices of current teachers (and, as appropriate, other instructional staff) who teach reading through the use of findings from scientifically based reading research, including findings relating to phonemic awareness, systematic phonics, fluency, vocabulary, and reading comprehension;
   B.   will provide early intervention to children who are experiencing reading difficulties in order to reduce the number of children who are incorrectly identified as having a reading disability and inappropriately referred to special education; and
   C.   will follow the written commitments of this grant made by the district and the requirements identified by the Reading First program and the Office of Public Instruction.

2.   The local education agency (district)—

   A.   shall include an assurance that the local education agency will make available, upon request and in an understandable and uniform format, to any parent of a student attending any school selected to receive assistance under subsection (d)(1) in the geographic area served by the local education agency, information regarding the professional qualifications of the student's classroom teacher to provide instruction in reading.


_____          _____
Signature of Authorized Representative                                              Date

## FOR OPI INFORMATION/APPROVAL

Date Received:                                    _____
                                                          Reviewer's Signature
Approved:

                                                          _____
Amount of Award:                                                       Date

# MONTANA READING FIRST PROGRAM

## GRANT APPLICATION NARRATIVE REQUIREMENTS

## II. Narrative (District completes this section of the grant application narrative.)

**Part A: District and School Support for This School's Application** (15 points maximum)

**District Support for Curriculum and Instructional Implementation in K-3 Reading**
- How will the district work with this school to select an approved comprehensive reading program to be used by all teachers of reading and other staff for all K-3 students?
- How will the district support and allow the selection of scientifically based reading research (SBRR) programs if the selections are not on the district adoption list?

**District Support for Professional Development for Staff**
- When this school chooses a new program based on lists provided or demonstrates the effectiveness of a program by using the *Consumer's Guide to Choosing an Effective Core Reading Program*, how will the district provide assistance, support, or arrangements for training and technical assistance so that the school can implement the new program in September 2005?
- How will the district help this school determine if the person or entity chosen for training and technical assistance in program implementation has experience or expertise in the implementation of the selected program?
- How will the district support and assist this school in selecting the type, frequency and duration of first-year technical assistance to ensure implementation?
- Describe the ongoing assistance and support with training that the districts will provide to the school in the continued use of the program during Years Two and Three.
- How will existing district professional development activities be coordinated with activities to be funded by Reading First to ensure that all training is scientifically research based and does not conflict with Reading First training?

| Does Not Meet Standard | Meets Standard | Exemplary Plan | TOTAL |
|---|---|---|---|
| 0-7 | 8-12 | 13-15 | |
| | | | |

## II. Narrative (Each school completes this section of the grant application narrative.)

**Part B: Instructional Assessments** (15 points maximum)

1. The purpose of screening assessment is for early identification each school year of children who are at risk for reading difficulty. DIBELS is the required screening assessment for phonemic awareness, phonics, fluency, vocabulary and comprehension.
   a. Will there be any additional screening assessments used for vocabulary in K, 1, 2 and 3, and, if so, what will they be?
   b. Will there be any additional screening assessments used for comprehension in grades 1, 2, and 3, and, if so, what will they be?
   c. How will the DIBELS assessment be coordinated with other screening assessments selected at the local level?
   d. Which students are targeted for screening assessments?
   e. How will the data collected from these screening assessments be used?
   f. Verify the validity and reliability of each selected screening assessment.

## II. Narrative (Each school completes this section of the grant application narrative.)

**Part B: Instructional Assessments (cont.)**

2. The purpose of diagnostic assessment is to help teachers plan instruction by providing in-depth information about students' skills and instructional needs. *Fox in a Box* will be used, based on the criteria from the Reading First Assessment Team Report, for the diagnostic assessment for phonemic awareness, phonics, fluency, vocabulary and comprehension.
   a. What additional diagnostic assessments will be used for phonemic awareness in grades K-3?
   b. What additional diagnostic assessments will be used for phonics in grades K-3?
   c. What additional diagnostic assessments will be used for fluency in grades 1-3?
   d. What additional diagnostic assessments will be used for vocabulary in grades K-3?
   e. What additional diagnostic assessments will be used for comprehension in grades 1-3?
   f. Describe the content to be measured by each diagnostic assessment administered locally.
   g. How will the OPI chosen screening assessment be coordinated with diagnostic assessments selected at the local level?
   h. Which students are targeted for diagnostic assessments?
   i. How will the data collected from these diagnostic assessments be used to make instructional decisions?
   j. How will the data be used to inform decisions about appropriate interventions?
   k. Verify the validity and reliability of each selected diagnostic instrument.

3. The purpose of progress monitoring assessment is to determine if students are making adequate progress or need more intervention to achieve grade level reading outcomes. *DIBELS* will be used, based on the criteria from the Reading First Assessment Team Report, for the progress monitoring assessment for phonemic awareness, phonics, fluency, vocabulary and comprehension.
   a. What additional progress monitoring assessments will be used for phonemic awareness in grades K-3?
   b. What additional progress monitoring assessments will be used for phonics in grades K-3?
   c. What additional progress monitoring assessments will be used for fluency in grades 1-3?
   d. What additional progress monitoring assessments will be used for vocabulary in grades K-3?
   e. What additional progress monitoring assessments will be used for comprehension in grades 1-3?
   f. Which of the important beginning reading skills will be assessed with progress monitoring instruments administered locally?
   g. How will the DIBELS screening assessment be coordinated with other monitoring assessments selected at the local level?
   h. Which students are targeted for progress monitoring assessments?
   i. How will the data collected from progress monitoring assessments be used to make instructional decisions?
   j. How will the data be used to inform decisions about appropriate interventions?
   k. Verify the validity and reliability of each progress monitoring assessment.

4. Provide a yearly assessment schedule by grade level which includes the name of the assessment to be used, its purpose (screening, diagnostic or progress monitoring), the skills that will be assessed, and the month when the assessment will be administered.

5. Describe how the assessments to be used are designed to drive decisions about instruction.

6. Describe how teachers will be given time to administer the Reading First statewide screening assessment to his or her students.

7. Describe how the Reading First statewide outcome assessment, DIBELS, will be administered. How will the school ensure these individuals are properly trained so that data is valid and reliable? List the team of individuals who will be administering the outcome assessment.

## GRANT APPLICATION NARRATIVE REQUIREMENTS

**II. Narrative (Each school completes this section of the grant application narrative.)**

**Part B: Instructional Assessments (cont.)**

8.  Describe the assessment plan for local schools with K-3 programs that will not receive Montana First funds during the grant period.

| Does Not Meet Standard | Meets Standard | Exemplary Plan | TOTAL |
|---|---|---|---|
| 0-7 | 8-12 | 13-15 | |
| | | | |

Strengths:


Weaknesses:



**Part C. Instructional Strategies and Programs**                    (15 points maximum)

> *Criterion:* **All instructional materials and programs in K-3 beyond the comprehensive reading program must be based on scientifically based reading research and should be coordinated with the comprehensive reading program. Instructional materials are those programs and materials that serve supplemental (programs which provide additional instruction in one or more areas of reading) or intervention (programs which provide additional instruction to students performing below grade level) purposes in addition to the comprehensive program. In answering the questions below, indicate how the district will ensure that supplemental and intervention instructional program materials are coordinated with the comprehensive reading program and are used for their intended purposes, and are based on scientific research.**

1.  If this school is currently using a comprehensive program from the recommended list, discuss the plan for full implementation of the program in K-3.
    a.  Identify the comprehensive program.
    b.  Describe the degree of implementation at each grade level.
    c.  Describe the amount and the content of any training you have had in the use of this program.
    d.  List additional needs for materials and for training.

2.  If this school is not currently using a comprehensive program from the recommended list, discuss the selection of a scientifically based comprehensive reading program.
    a.  Describe the process and timeline you plan to use in selecting a program.
    b.  Which factors are most important in influencing your decision?
    c.  Explain how faculty members will be involved in the selection of a comprehensive reading program.
    d.  How will the final selection of a scientifically based reading program be made?
    e.  Describe how the district will provide assistance and support to schools in the selection process.

3.  In addition to the technical assistance provided by the OPI, how will the district provide for full implementation of the comprehensive reading program?
    a.  How many days will be provided for initial and ongoing program training?
    b.  Describe the district plan for orienting schools to the new reading program prior to the start of the new year (September 2005).
    c.  How will the district monitor and support the school's implementation of the selected reading program to ensure that it will best meet the instructional needs of students?

## II.   Narrative (Each school completes this section of the grant application narrative.)

**Part C. Instructional Strategies and Programs (cont.)**

4.   How will the school and district monitor to ensure that the comprehensive reading program is fully implemented and not layered on top of non-research based programs already in use?

5.   Describe how the district will ensure:
   a.   flexible grouping;
   b.   intervention based on scientifically based reading research; and
   c.   scheduling that includes a protected, uninterrupted time for reading of at least 90 minutes per day.

6.   What is the district's plan for implementing scientifically based reading instruction in all schools that have grades K-3?

| Does Not Meet Standard | Meets Standard | Exemplary Plan | TOTAL |
|---|---|---|---|
| 0-7 | 8-12 | 13-15 | |
| | | | |

Strengths:


Weaknesses:


**Part D. Instructional Materials**                                  (5 points maximum)

1.   List any supplemental or intervention materials that this school intends to purchase and implement using the Intervention Chart.
   a.   Indicate how the instructional materials support the teaching of the essential components of reading.
   b.   Describe their effective program elements (e.g., explicit instructional strategies for teaching comprehension).
   c.   List their purposes (e.g., supplemental or intervention).
   d.   What data or information will you use to tell you supplemental or intervention programs are needed? At what grade levels?

2.   How will the district ensure that this school aligns all additional instructional materials with the selected comprehensive reading program?

3.   Describe the district's plan for monitoring the selection and implementation of additional instructional materials. How will the district ensure that the instructional materials are used for their intended purposes?

4.   What is the district's plan for monitoring, selecting and implementing scientifically based instructional materials in all schools that have grades K-3?

| Does Not Meet Standard | Meets Standard | Exemplary Plan | TOTAL |
|---|---|---|---|
| 0-2 | 3-4 | 5 | |
| | | | |

Strengths:


Weaknesses:

# MONTANA READING FIRST PROGRAM

## GRANT APPLICATION NARRATIVE REQUIREMENTS

### II. Narrative (<u>Each school</u> completes this section of the grant application narrative.)

**Part E. Instructional Leadership** **(10 points maximum)**

1. Describe the principal's knowledge and support of scientifically based reading research and programs.

2. Describe the selection process for the reading coach to ensure that this individual is knowledgeable about scientifically based reading instruction and effective coaching strategies.

3. Describe the district training and ongoing support for the principal and the reading coach for Montana Reading First as it relates to their roles in:
   a. Understanding the essential components of reading and their application to instructional programs, materials, and strategies;
   b. Implementing scientifically based reading research programs and instruction;
   c. Providing progress monitoring related to these programs;
   d. Providing screening and diagnosis for early identification and intervention in reading instruction;
   e. Attending a required leadership training for the principal; and
   f. Attending a required leadership training for the coaches.

4. Describe the district's commitment to ensuring continuity of instructional leadership at this school.

5. What is the district's plan for training principals at non-Montana Reading First schools regarding implementation of scientifically based reading instruction?

6. List the members and positions of this school's Reading First Leadership Team. Describe the meeting schedule and duties of the team.

| Does Not Meet Standard | Meets Standard | Exemplary Plan | TOTAL |
|---|---|---|---|
| 0-4 | 5-8 | 9-10 | |
| | | | |

Strengths:


Weaknesses:


**Part F. District and School-Based Professional Development** (15 points maximum)

*Criterion:* **Professional development must be provided to prepare teachers and administrators in all the essential components of reading instruction and to use the selected instructional materials. This professional development must be substantial in the beginning year and must be ongoing thereafter. The delivery mechanisms should include the use of coaches and other reading teachers who provide the feedback and support necessary to ensure that SBRR instructional strategies and programs are implemented in every classroom. Answers to the questions below should describe how the professional development activities planned for the district and this Montana Reading First school are sufficiently intensive, focused, sustained, and of sufficient duration to significantly impact classroom practice.**

1. How will the specific professional development needs of K-3 teachers and K-12 special education teachers in this school be assessed? How will assessment data be used to develop a plan to address the identified needs?

## II. Narrative (<u>Each school</u> completes this section of the grant application narrative.)

### Part F. District and School-Based Professional Development (cont.)

2. Explain how the content of district professional development activities will address identified teacher needs in the following SBRR areas:
   a. The essential components of reading instruction including phonemic awareness, phonics, fluency, vocabulary, and comprehension and their classroom implementation;
   b. Implementing scientifically based instructional materials, programs, and strategies;
   c. Screening, diagnostic, and classroom-based instructional assessments and their appropriate use to drive instructional decisions; and
   d. State reading standards and assessments.

3. Explain how the district will work with the school to structure the classroom follow-up to professional development activities to expedite classroom implementation of new strategies.
   a. How will the expectations for classroom implementation be established and communicated for each professional development activity?
   b. How will you provide both initial preparation and sufficient ongoing support to maximize classroom implementation of what has been learned in professional development activities?
   c. How will ongoing support of implementation include time for activities such as ongoing study, observation of others implementing a new strategy, practice implementing a new strategy, practice with feedback from an expert, and ongoing refinement of implementation?
   d. How will principals and reading coaches provide feedback, encouragement, and guidance to teachers regarding classroom implementation of what has been learned in professional development activities?
   e. How will the district help the school provide targeted professional development for teachers who need intensive or in-depth assistance with classroom implementation of new skills and strategies related to improving reading instruction?
   f. How will the district ensure that sufficient, intense program implementation training is provided in Year One?

4. Describe how you will identify and secure professional development providers who are highly knowledgeable in scientifically based reading instruction and experienced in implementation of your selected program.

5. Describe ways that the district will encourage and extend the ongoing development and support provided to those serving as reading coaches and trainers in this school.

6. Describe the different contexts in which this professional development will be delivered to teachers initially, as well as during the school year and outside the school year. Address any plans for activities such as the following in a timeline for Year One, Year Two, and Year Three:
   a. intensive institutes;
   b. whole and half-day in-service trainings;
   c. grade level team meetings/trainings;
   d. across grade level meetings/trainings;
   e. online courses;
   f. study groups;
   g. traditional college courses for credit and/or specially created college courses to focus on identified issues relating to Montana Reading First; and
   h. in-class coaching, mentoring, and demonstration teaching.

7. How will you ensure that other local professional development activities align with SBRR and are coordinated with state activities related to improving reading achievement?

## II. Narrative (<u>Each school</u> completes this section of the grant application narrative.)

**Part F. District and School-Based Professional Development (cont.)**

8. How will the professional development activities in this school impact or influence the professional development in all district schools that have grades K-3?

9. The OPI will train all Reading First K-3 classroom teachers and all special education teachers in scientifically based reading instruction during the summers of 2005, 2006, and 2007. What is the district's plan to support the OPI 's efforts to train all teachers in scientifically based reading instruction during the 2005-06 school year?

| Does Not Meet Standard | Meets Standard | Exemplary Plan | TOTAL |
|---|---|---|---|
| 0-7 | 8-12 | 13-15 | |
| | | | |

Strengths:


Weaknesses:


**Part G.  District-Based Technical Assistance**                    (10 points maximum)

*Criterion:* **The OPI will provide technical assistance to the district through Montana Reading First staff and SBRR specialists. The district must also provide additional technical assistance to the selected schools to ensure their success. Answers to the questions below describe Reading First schools on topics such as identifying professional development needs, determining benchmarks, budgeting, and use of technology to analyze data.**

1. Describe how the district will coordinate high quality local assistance that builds on and supplements the technical assistance provided by the state Montana Reading First staff and regional SBRR specialists.

2. Describe how the district will assist this school in identifying professional development needs.
   a. How will district activities be adjusted or modified to respond to the identified needs of Reading First schools? Of individual Reading First teachers?
   b. What assistance will be given to this Reading First school in planning and budgeting for local professional development needs?
   c. What assistance will be given to this Reading First school in evaluating the effectiveness of professional development?

3. Describe how the district will assist this school in monitoring and evaluating the effectiveness of their Montana Reading First program.
   a. What assistance will be given in implementing a Three-Year Reading Improvement Plan?
   b. What assistance will be given in progress monitoring?
   c. What assistance will be given in interpreting benchmark data?
   d. What assistance will be given in adjusting programs in response to benchmark data?
   e. What assistance will be given in adjusting the budget to make the necessary program changes?
   f. What assistance will be given to coaches and principals in using technology to record, report and display data?

4. What assistance will be given to non-Montana Reading First schools that want to implement a scientifically based reading program in grades K-3?

## II.  Narrative (<u>Each school</u> completes this section of the grant application narrative.)

**Part G.  District-Based Technical Assistance (cont.)**

5.  Describe how the district will identify the "core" person at each school if the school has less than 50 students K-3, and list the name of that person. List how that person will be involved in trainings (attending bimonthly meetings with reading coach, model teacher for other teachers to observe, part of assessment team for outcome assessment, sharing of coaching responsibilities, etc.).

| Does Not Meet Standard | Meets Standard | Exemplary Plan | TOTAL |
|---|---|---|---|
| 0-4 | 5-8 | 9-10 | |
| | | | |

Strengths:


Weaknesses:


**Part H. Evaluation Strategies**                                             (5 points maximum)

*Criterion:* Evaluation strategies must include the use of valid and reliable measures to assess the effectiveness of local Reading First activities for this school and for the district as a whole. In answering the questions below, indicate how the district will use valid and reliable measures to evaluate and report the effectiveness of Montana Reading First schools.

1.  The goal of Montana Reading First is to have every student reading at the proficient level on a third grade outcome assessment. In order to reach this third grade goal, Montana Reading First will assist schools in setting clear year-end reading goals for each grade level prior to third.
    a.  What are current year-end outcome goals for kindergarten? Indicate when these will be measured.
    b.  What are current year-end outcome goals for first grade? Indicate when these will be measured.
    c.  What are current year-end outcome goals for second grade? Indicate when these will be measured.
    d.  What are current year-end outcome goals for third grade? Indicate when these will be measured.

2.  What assistance does this school need from state Reading First staff to set more clear, more specific, and higher year-end reading goals in grades K-3?

3.  Achievement data from state outcome measures will be disaggregated by income, major racial/ethnic groups, limited English proficiency (LEP), and special education students in K-3. How will you report any additional achievement data from kindergarten, first, second, and third grades in a disaggregated manner?

4.  Explain how you will use the outcome data to document the effectiveness of this school's Reading First program and the district reading program as a whole.

5.  Progress monitoring can indicate during the year which students are not on track to meet outcome goals by the end of the year. Describe your plan for working with selected schools to establish benchmarks for progress toward the goals for each grade level.
    a.  What midyear benchmarks will be set for kindergarten? Describe how these benchmarks will be measured.
    b.  What midyear benchmarks will be set for first grade? Describe how these benchmarks will be measured.
    c.  What midyear benchmarks will be set for second grade? Describe how these benchmarks will be measured.
    d.  What midyear benchmarks will be set for third grade? Describe how these benchmarks will be measured.

## II. Narrative (Each school completes this section of the grant application narrative.)

### Part H. Evaluation Strategies (cont.)

6. Describe how the district will work with this school to devise an intervention system for those students who do not meet benchmark and/or outcome goals. List the interventions that will be included in this system including alternative materials, strategies, and assessments. Use the Intervention Chart provided.

7. The state intends to exercise its option to discontinue funding if schools do not demonstrate continued progress in 2005-06, 2006-07 and 2007-08. Describe your district's plan for working with this school if it does not show significant progress. List the interventions that you will implement to ensure steady improvement (e.g., additional support, increased monitoring, increased professional development).

8. Describe any plans to set similar goals and benchmarks in all local schools in the district that have grades K-3.

| Does Not Meet Standard | Meets Standard | Exemplary Plan | TOTAL |
|---|---|---|---|
| 0-2 | 3-4 | 5 | |
| | | | |

Strengths:


Weaknesses:


### Part I. Access to Print Materials                                    (5 points maximum)

**Criterion: In order for students to become proficient readers, they must have access to a wide variety of engaging reading material at appropriate levels. Answers to the questions below must describe how the school will provide student access to a wide array of engaging reading materials.**

1. Describe how the district will assist this school in obtaining access to a wide array of engaging reading materials, including both expository and narrative texts:
   a.   in classroom libraries, and
   b.   in school libraries.

2. Describe any federal, state, or local programs that will be coordinated with this Reading First grant to increase student access to a variety of engaging reading materials.

3. Describe any local library programs that will be coordinated to promote greater access to print materials.

| Does Not Meet Standard | Meets Standard | Exemplary Plan | TOTAL |
|---|---|---|---|
| 0-2 | 3-4 | 5 | |
| | | | |

Strengths:



Weaknesses:

# MONTANA READING FIRST PROGRAM

## GRANT APPLICATION NARRATIVE REQUIREMENTS

## II. Narrative (<u>Each school</u> completes this section of the grant application narrative.)

**Part J: Additional State Criteria** (8 points maximum)

*Additional Criterion 1:* **Montana Reading First is interested in working with schools that demonstrate staff support for the scientific research base behind this grant and staff support and participation in planning for the many changes to take place at the school. (5 points)**

1. Describe how school K-3 staff was involved in the pre-grant trainings offered by the OPI. List the names and job titles of all staff who attended these trainings.

2. Describe how the entire K-3 staff was informed of the expectations of this grant and involved in the drafting of this application.

3. Provide the signatures and job descriptions of the K-3 staff that were collaboratively involved in the drafting of this application on the Staff Assurances page (page 21) provided with this application.

4. Describe the membership of the team that will lead your reading improvement work as your Reading Leadership Team. What grade levels, teams, specialties will be represented? How will members be selected?

*Additional Criterion 2:* **Montana Reading First is interested in working with districts that coordinate professional development and technical assistance to all of their Reading First schools. Districts that assist schools to select common comprehensive programs will simplify the coordination and save money. (3 points)**

Describe if and how teachers will be involved in selecting a common comprehensive program.

| Does Not Meet Standard | Meets Standard | Exemplary Plan | TOTAL |
|---|---|---|---|
| 0-4 | 5-8 | 9-10 | |
| | | | |

Strengths:

Weaknesses:

## GRANT APPLICATION NARRATIVE REQUIREMENTS

**II. Narrative (Each school completes this section of the grant application narrative.)**

**Part K: Competitive Priorities** (8 points maximum)

> **Additional points will be awarded to those districts that have shown a previous effort or interest toward implementing SBRR programs and materials in their schools. (4 points maximum)**

- Demonstrate previous progress in implementing reading programs and strategies based on scientifically based reading research.
- Demonstrate the district's commitment to improving reading achievement. Describe all previous efforts in this school to apply SBRR to program selection strategy instruction and reading intervention.
- Report any data obtained from valid and reliable measures that document reading progress in this school.
- Give any other evidence of strong district involvement and support to this school's reading improvement efforts (extra funding or funding a reading specialist for each school).

| Does Not Meet Standard | Meets Standard | Exemplary Plan | TOTAL |
|---|---|---|---|
| 0-1 | 2-3 | 4 | |
| | | | |

Strengths:

Weaknesses:

> **Additional points will be awarded to those small districts that form a consortium with another eligible Reading First district. (4 points)**

- Demonstrate willingness on all parties to be a part of the consortium.
- Demonstrate evidence of collaboration and planning between districts with regard to reading materials, assessment, professional development, interventions, leadership and coaching.

# MONTANA READING FIRST PROGRAM

## SECTION III—DISTRICT BUDGET AND NARRATIVE

A. **(1 to 2 pages)—**The applicant district must submit a budget that combines proposed expenditures of participating schools for all three years. Use the three-column budget worksheet to assist you as you consider all areas listed below.

B. **(2 pages)**—The applicant must also **submit a budget narrative**/justification, which presents a rationale for the amount and use of funds received under the grant.

**Salaries:**

Reading Coach
- Include the salary costs plus benefits of your reading coach as determined by your teacher salary schedule for three years.

Stipends
- Stipends for teachers to attend summer institutes in 2005, 2006 and 2007.

Substitute Costs
- Include the cost to cover substitutes for administrators and teachers (peer mentoring, workshops, collaboration, teacher visitations, etc.).

**Combine the total costs of these areas and place the dollar figure in the "Salaries and Benefits" section of the budget page.**

**Operating Expenses:**

**Professional Development**

**Estimate the total costs for professional development in reading for this school as described in your grant application.**
- Include the costs of travel and registration for all K-3 staff to attend the summer institutes in 2005, 2006, and 2007.
- Include the travel costs for the reading coach to attend two-day bimonthly trainings.
- Include the travel costs for the core staff member to attend two-day bimonthly trainings.
- Include the costs of the three-day leadership training ($1,000—first year only).
- Include the costs of the three-day reading coach training ($1,000—first year only).
- Indicate the total dollar amount for professional development that will come from Montana's Reading First.

**Trainers/Consultants**

Include the costs for professional development providers (trainers and consultants).

**Materials**

Describe the total costs of your selected core, supplemental, and intervention materials.
- Include the core program you will be purchasing.
- Include the supplemental program(s) you will be purchasing.
- Include the intervention program(s) you will be purchasing.

**Assessment**

Describe the total costs of your assessment tools.
- Include the cost of the required assessment ($10 per student).
- Include the cost of the electronic management system ($1 per student, per each year).
- Include any additional assessment tools your school will be purchasing with Montana's Reading First funds.

**Combine the total of these areas and place the dollar amount in the "Operating Expenses" section of the budget page.**

**Equipment:** Included only if individual items cost more than $5,000. Include the costs of technologies required by the OPI ($15,000—all three years).

**Indirect:** The district is allowed the **approved** indirect rate up to 5 percent for administrative costs.

# Montana Reading First Program

## Section IV—Staff Assurances

I have participated in developing the _____ (school) application for a Reading First Local Reading Improvement Grant and agree to the following expectations:

1. K-3 grade teachers (general and specialized resource teachers) at the elementary building were involved in developing the plan contained in the Reading First grant application.

2. All K-3 grade teachers and support staff will work with the reading coach/coordinator in in-class mentoring and coaching.

3. The reading coach/coordinator's only assignment will be Reading First activities.

4. All K-3 grade teachers and support staff will allow and support in-class visitations and observations by state and federal Reading First staff.

5. All K-3 staff will attend all school designed training sessions and all Reading First Summer Institutes.

6. All K-3 staff will implement the selected comprehensive reading programs and reading intervention programs.

7. Eighty-five percent of the affected staff support this grant application.

Number of teachers on K-3 staff: _____          Number of K-3 staff supporting this application: _____

Percent of K-3 staff supporting this application: _____

Signatures:

_____          _____
Signature of Principal                                                          Grade Level          Date

_____          _____
Signature of Teacher                                                          Grade Level          Date

_____          _____
Signature of Teacher                                                          Grade Level          Date

_____          _____
Signature of Teacher                                                          Grade Level          Date

_____          _____
Signature of Teacher                                                          Grade Level          Date

_____          _____
Signature of Teacher                                                          Grade Level          Date

_____          _____
Signature of Teacher                                                          Grade Level          Date

_____          _____
Signature of Teacher                                                          Grade Level          Date

_____          _____
Signature of Teacher                                                          Grade Level          Date

_____          _____
Signature of Teacher                                                          Grade Level          Date

# MONTANA READING FIRST PROGRAM

## SECTION IV—STAFF ASSURANCES

Signatures (cont.)

_____     _____     _____
Signature of Teacher        Grade Level      Date

_____     _____     _____
Signature of Teacher        Grade Level      Date

_____     _____     _____
Signature of Teacher        Grade Level      Date

_____     _____     _____
Signature of Teacher        Grade Level      Date

_____     _____     _____
Signature of Teacher        Grade Level      Date

_____     _____     _____
Signature of Teacher        Grade Level      Date

_____     _____     _____
Signature of Teacher        Grade Level      Date

_____     _____     _____
Signature of Teacher        Grade Level      Date

_____     _____     _____
Signature of Teacher        Grade Level      Date

_____     _____     _____
Signature of Teacher        Grade Level      Date

_____     _____     _____
Signature of Teacher        Grade Level      Date

Signatures of all school and district staff who participated in writing this application:

_____     _____     _____
Signature        Grade Level      Title

_____     _____     _____
Signature        Grade Level      Title

_____     _____     _____
Signature        Grade Level      Title

_____     _____     _____
Signature        Grade Level      Title

_____     _____     _____
Signature        Grade Level      Title

_____     _____     _____
Signature        Grade Level      Title

_____     _____     _____
Signature        Grade Level      Title

# Montana Reading First Program

## Section V—Sample Budget Summary for Each School

| Category | Description | 100% Project Year 1 | 90% Project Year 2 | 80% Project Year 3 |
|---|---|---|---|---|
| Personnel | Reading Coach (one per school)<br>• Salary<br>• Fringe Benefits<br>• Training<br>• Stipend for Summer Work<br>• Equipment (computer, printer, Internet access)<br>• Conferences<br><br>Approximate total = $50,000 | | | |
| Professional Development Trainings | Staff Professional Development<br>• Cost to send K-3 staff to Summer Institute (approx. $500/person—not including stipend)<br>• Travel costs for coaches' two-day bimonthly training<br>• Training materials<br>• Required State Professional Development software ($15,000 per year)<br>• Required Leadership Training for principal ($1,000)<br>• Required Training for reading coach ($1,000)<br>• Stipends for study group meetings<br><br>Approximate Total = varies | | | |
| Trainers/ Consultants | Approximate Total = $10,000 | | | |
| Materials | • Comprehensive Program<br>• Intervention and Supplemental Materials (approx. $200/student)<br>• Assessment Materials (approx. $10/student)<br><br>Approximate Total = varies | | It is estimated that this item will be substantially reduced in subsequent years. | |
| **GRAND TOTAL** | | | | |
| | | | | |

Linda McCulloch, Superintendent
Office of Public Instruction
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Helena, Montana 59620-2501
www.opi.state.mt.us

# ESEA Title I, Part B, Subpart 1
# Reading First Grant Budget
# 2005 - 2006

**CFDA #84.357**

**CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS**

The budget period is July 1, 2005 - September 30, 2006 (15 months). Amendments to this budget must be submitted to the OPI no later than September 1, 2006.

Combine the allocation amounts for each school receiving these funds to complete the Proposed Budget column. **The maximum allowable indirect cost rate is limited to 3.5 percent.** Directions for calculating the maximum indirect cost amount for Box 4 are found on the reverse side of this page. The Fiscal Closeout Report is due to the OPI no later than November 10, 2006. After receipt of the Fiscal Closeout Report, carryover will be determined.

Prime Applicant District:_____     CO: _____     Legal Entity: __ __ __ __

| Budget Items | Proposed Budget | Approved Budget 1 | Approved Budget 2 | Approved Budget 3 |
|---|---|---|---|---|
| 1.  Salaries and Benefits<br>     Objects 1xx, 2xx | | | | |
| 2.  Operating Expenses<br>     Objects 3xx, 4xx, 5xx, 6xx, 8xx | | | | |
| 3.  **SUB-TOTAL DIRECT COSTS** | | | | |
| 4.  Indirect Costs @ ____%<br>     (See back for directions.) | | | | |
| 5.  Equipment ($5,000 or more per unit)<br>     Attach Details and Justification<br>     Object 7xx | | | | |
| 6.  **TOTAL BUDGET** | | | | |
| 7.  **OPI Use Only: Approved By/Date** | | | | |

**Project No.** _____

**For assistance with program questions contact Debbie Hunsaker at (406) 444-0733, dhunsaker@state.mt.us or Piper Lynch, (406) 444-0864, plynch@state.mt.us.**
**For fiscal questions contact call Pat Dawes at (406) 444-3408, pdawes@state.mt.us.**

## Example Indirect Cost Calculation

To calculate Indirect Costs on Line 4:  If approved rate is 4.32% and total grant award is $40,000 and equipment cost on Line 5 is $5,500:

$$\frac{\text{Indirect Cost Rate}}{(1.00 + \text{Indirect Cost Rate})} \quad X \quad \text{Total Award less Equipment (Line 5) (\$40,000 - \$5,500)} = \text{Line 4}$$

$$\frac{.0432}{1.0432} \quad X \quad \$34,500 = \$1,428.68 \ \text{(Line 4)}$$

To check, multiply the approved rate times Line 3.